

# Childminder report

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Inspection date: 28 February 2020

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

The childminder provides a warm and homely environment. Children are confident, settle quickly and feel secure. They welcome visitors into the childminder's home and are keen to show them activities they enjoy. The childminder is a positive role model and has high expectations for children's behaviour. She illustrates this as she gives young children gentle reminders to tidy away the resources to prevent trip hazards. The childminder praises children's achievements as they engage in different activities. Children are visibly happy and develop high levels of self-esteem.

The childminder assesses children's learning accurately and provides a wide range of interesting learning experiences that build on what children know and can do. For example, children learn to use numbers in their play. They demonstrate this as they carefully draw around their hands and count their fingers. Children use tools such as tweezers to transport and group objects together. This helps to build on their small-muscle skills in preparation for early writing. Children develop their language, communication and literacy skills in enjoyable ways. For instance, they make marks with crayons and chalks, and actively talk about their drawings. Children independently select props and thoroughly enjoy singing their favourite nursery rhymes. The childminder continually talks to the children. She describes what they are doing and introduces new words to help to increase their vocabulary.

## **What does the early years setting do well and what does it need to do better?**

- The childminder gets to know children very well from the outset. She implements an effective settling-in process where she learns about children's routines, abilities and interests before parents leave children in her care. The childminder uses this information highly effectively to plan and enhance children's learning experiences, so they make good progress right from the start. The childminder continues to closely monitor children's achievements. She shares children's learning with parents through daily journals, photographs and observations. She values parental contributions towards children's learning and gives them support and guidance on how to continue children's learning at home. Parents are highly complimentary about the childminder and the care and learning she provides.
- Children have plenty of rich opportunities to explore the outdoors and to meet other people. For example, they delight in regular visits to the park, outings to the beach and visits to the local café. The childminder takes children to watch the trains go by and to see planes at the airport, which helps to build on their understanding of the wider world. Children thoroughly enjoy playing outside in the safe and secure garden. They make good progress with their physical development.

- Children have access to a range of resources that follow their interests and support their learning and development successfully. For example, children select books of interest, and climb onto the childminder's lap and ask her to read to them. They carefully turn the pages of the book, and the childminder talks to children about what they can see in the pictures. Children are curious learners. They illustrate this as they work out how to twist, slide and push buttons to activate resources. They enjoy a range of construction activities and show good coordination. Children are motivated to learn, and remain engaged and focused in activities for long periods. However, at times, the childminder misses opportunities to challenge children even further. She steps in too quickly and does not give children enough time to think for themselves, to help them build on their own ideas.
- The childminder promotes children's health and well-being effectively. She is supports children to learn to manage their personal care routines, which helps to build on their independence.
- The childminder attends a wide variety of training to update her knowledge and skills. She is dedicated to her role and continually reflects on ways to improve her provision. For example, since the previous inspection, she has enhanced her garden to give children even more opportunities for outdoor play. The childminder seeks the views of parents and welcomes suggestions to help to maintain the highest standards for all children.
- The childminder works well with professionals at other settings that children attend. She shares information with them to maintain continuity and to ensure children make the best possible progress.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder can confidently identify the signs and symptoms that may indicate that a child is at risk of harm and she understands how to refer concerns in a timely way. She knows the importance of being aware of how families could be drawn into extreme behaviours or ideas. The childminder supervises children vigilantly and keeps the premises secure. She implements her policies and procedures effectively and continually assesses her home to minimise any hazards to children. This helps to promote the health, safety and well-being of children in her care.

## What does the setting need to do to improve?

**To further improve the quality of the early years provision, the provider should:**

- give children enough time to process their thoughts, to help them to think for themselves and express their ideas.

## Setting details

<b>Unique reference number</b>	EY477356
<b>Local authority</b>	Southampton
<b>Inspection number</b>	10075944
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	0 to 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	8 June 2016

## Information about this early years setting

The childminder registered in 2015 and lives in Southampton. She operates all year round from 7am to 8.30pm, Monday to Friday, except for four weeks' holiday. The childminder holds an early years qualification at level 3.

## Information about this inspection

### Inspector

Jane Franks

### Inspection activities

- The inspector spoke to children and read written statements from parents to gain their views of the childminder's provision.
- Discussions were held with the childminder relating to safeguarding and the self-evaluation process.
- Relevant documentation was reviewed by the inspector, including training certificates and confirmation of public liability insurance.
- The inspector observed the childminder interacting with children. She assessed the impact of her teaching on what children know and can do, and discussed her observations with the childminder.
- The childminder showed the inspector around the areas of her home that are used for childcare. She talked about the different activities she provides to support children's learning and development.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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